**Name : Sinn, Cal**

**Article:** “Distinguishing the Essential from the Important: Using Research to Strengthen the Use of Standards for Administrator and Licensure Programs”

* What were the key points highlighted in the article?

1. The overall key point, of course, was the comparison between the ISLLC model standards and McREL’s Balanced Leadership Framework.
2. McREL’s analysis was research based, while the ISLLC was not.
3. The major key point was that all of the ISLLC standards, although important, are not essential for high levels of student achievement, where as the findings identified in McREL’s framework were deemed to be essential for high levels of student achievement.
4. The findings from McREL’s analysis may enhance the ISLLC standards by increasing their utility, providing research-based guidance and indentifying the most essential responsibilities of leadership.
5. Leadership characteristics are different for 1st order change and 2nd order change. Leadership characteristics are more direct for 1st order change and more supportive and facilitative for 2nd order change.

* Review the crosswalk of McRel’s work. What is the correlation between the crosswalk, the article, and the Iowa Standards for School Leaders?

1. The Iowa Standards for School Leaders are more aligned with the Balanced Leadership Framework than the ISLLC standards by being research-based and essential for high levels of student achievement.
2. When reviewing the 6 Iowa Standards, there appears to be a direct correlation between all 21 Responsibilities identified by McREL, therefore giving the 6 Iowa Standards a high effect size to impact student achievement.
3. The process taken by the State of Iowa also appears to align with McREL’s recommendations to policy makers such as (a) improving the licensure and re-licensure of administrators, (b) developing knowledge and skills of preparation programs, (c) committing the resources necessary for professional development, (d) providing tools to support leadership practices, (e) monitoring changes, (f) supporting 2nd order change implications

* What are the pluses and minuses of focusing *daily* on the standards and the leadership responsibilities in your work with your building administrators?

PLUSES: 1. Maintains our focus on what it takes to positively impact student achievement. 2. Provides a “Guiding Light” for administrators and teachers toward our ultimate outcome of student learning and achievement. 3. Provides opportunities for richer, deeper, more focused and more meaningful dialogue/ conversations with administrators and teachers. 4. In the long run, this approach should create a more positive culture and environment for teaching and learning.

MINUSES: 1. More time is needed in an already busy schedule for planning, preparation, observations, conferences, etc. (this could actually be a plus). 2. Administrators have to balance the daily operation of a district/school with the high accountability of standards and student achievement.

It could probably be argued that any minus identified is actually a plus because we are trying to do the “right thing.

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